**CURRICULUM MAP Reading 7 Grade 11-12**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Reading 7: Integration of Knowledge and Ideas**  Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.  **Grade 11-12 Specific Literature Standard:**  Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)  a. Analyze multiple interpretations of full-length works by authors other than American and European writers.  **Grade 11-12 Specific Informational Standard:**  Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. | Evaluate diverse content and format (multi-media)  Students will be able to integrate and evaluate content presented in diverse formats. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How has new media affected the ways we gather, communicate and control information? * How does the format of a text affect its meaning? * How does the format of a text affect how its information and meaning is communicated to the audience? * How does the evaluation of diverse content and formats create a culture of mutual respect for all people? * What are the benefits to presenting information in diverse formats? * How do artists present a variety of media to express similar ideas? * How does the medium affect the message?   **Topical Questions:**  **Literature:**   * Why do authors create adaptations of other works? * What can we learn about the original work based on its adaptations? * What is valuable about analyzing multiple interpretations of works by authors other than American or European? * What effect does writing an argument have versus the same theme as a persuasive piece?   **Informational:**   * What is valuable about analyzing multiple interpretations of works by in order to address a question or solve a problem? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * Format affects meaning and interpretation. * The presentation of the same idea in diverse formats affects meaning. * How to analyze multiple interpretations of a story, drama or poem presented in different mediums * How to analyze multiple interpretations of full-length works | **Students will be able to. . .**   * Analyze how new media affects the ways we gather, communicate and control information. * Understand how the format of a text affects its meaning. * Determine how the format of a text affects how its information and meaning is communicated to the audience. * Evaluate culturally diverse content and formats and their effects on meaning. * Evaluate the benefits of presenting information in diverse formats and analyze how meaning is affected by a change in the format. * Analyze how the elements of society are the same in our culture as well as others we read about. * Understand the value of analyzing multiple interpretations of works by authors other than American or European. * Evaluate multiple interpretations of a text showcased in multiple mediums * Analyze different interpretations of full-length texts (literary criticism and otherwise) |
| **CONTENT:** | |
| **Sample Texts:**  **Plays:**  The Crucible by Arthur Miller  The Death of a Salesman by Arthur Miller  A Street Car Named Desire by Tennessee Williams  The Glass Menagerie by Tennessee Williams  Fences by August Wilson  Senior Year:  A Dolls House by Henrik Ibsen  Macbeth by William Shakespeare  Hamlet by William Shakespeare  A Cat in the Hot Tin Roof by Tennessee Williams  Three Tragedies by Lorca  **Novels:**  *The Catcher in the Rye* by J.D. Salinger  *The Great Gatsby* by F. Scott Fitzgerald  *Black Boy* by Richard Wright  *Huckleberry Finn* by Mark Twain  Senior Year:  *A Thousand Splendid Suns* By Khaled Hosseini  *The Namesake* by Jhumpa Lahiri  **Interviews/Films:**  Of selected works above  **Non-fiction/Informational Texts:**  Literary Criticism of selected works | |
| **VOCABULARY:** | |
| Analyze, interpret, compare, contrast, perspective, diverse, interpretation, adaptation, criticism | |
| **ASSESSMENT / EVIDENCE:** In addition to larger performance assessments, it is understood that there will be on-going built-in assessments attached to each classroom lesson or Aim that will guide lesson planning and instruction to meet the needs of all students.  The assessments listed here are sample benchmark assessments. Daily, informal, on-going assessments should include (but are not limited to): exit cards, journals, mini-comprehension quizzes, peer interviews, peer reviewing and critiquing, pair-share, class discussions, short written responses, and so forth.  In addition, on-going student self-assessments should be utilized on a regular basis. (Example: What have I learned? What don’t I understand yet? How can I connect what I learned to what I already know? How can I apply what I have learned? How do my biases influence my understanding? What are my strengths? What are my weaknesses? What learning tools/resources would help my learning progress?) | |
| **Literature:**  Performance Assessment:   * Students will alter, re-interpret or adapt a text into a different form based upon their interpretation of the text. (Junior Year must be a play by an American dramatist. Senior Year must be a Shakespeare piece)   Self-Assessment Task:   * Students will reflect upon the unit by answering the following prompts: * What have I learned? What don’t I understand yet?   **Informational:**  Performance Assessment;   * Have students watch a newscast after reading a news article about the same topic. Students will then evaluate the effectiveness of the news cast vs. the print form. * View parts of a film that are modeled after a text read in class and evaluate the effectiveness of the media vs. print form. * Students will evaluate the usefulness of various texts and choose the most appropriate texts to support an argument * Students will rank a series of texts on a related topic by effectiveness of presentation | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Students will read literary criticism on selected texts * Students will pull out an excerpt which they agree or disagree and support their stance using supporting details from the shared text using MLA citations. * Students will compare/contrast a scene from a film adaptation with an original text (i.e. Lady Macbeth’s speech in the film version of Macbeth with the original text) * Students will write a film review highlighting their original interpretation of the text with the interpretation displayed within the film. | |
| **RESOURCES:** | |
| MLA handbook, Intro Theory and Practice by Charles Bressler, | |
| **TECHNOLOGY INTEGRATION:** | |
| SmartBoard, Media Player, Teacher Tube, You Tube(Keepvid.com) | |